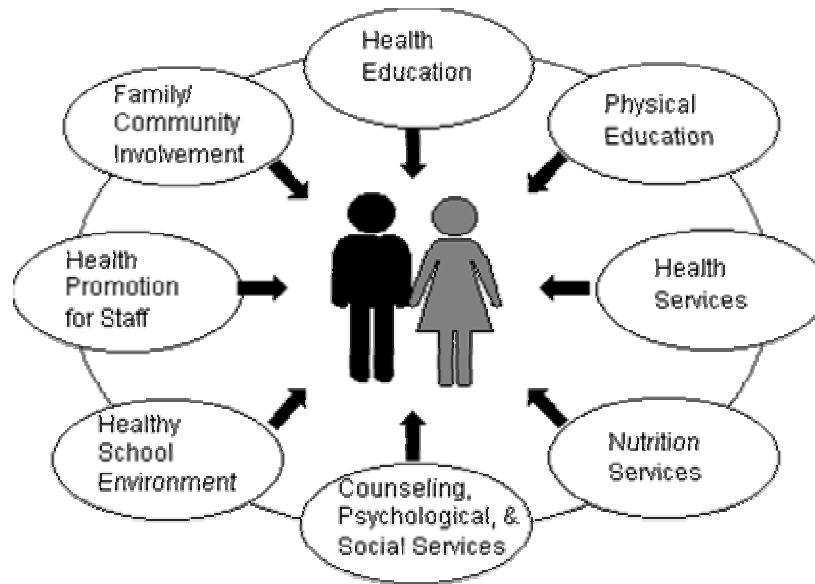


Module 2: Health Education

Instructions for Module Coordinator

Habits and practices related to physical activity and healthy eating are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members for the Module 2 team.

Health education teacher(s)
Classroom teacher(s)
Physical education teacher(s)
School counselor

School food service staff member
School nurse
Parent(s)
Health department representative

Make a photocopy of the module Questionnaire (pages 4-10) for each Module 2 team member.

Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 11-12).

Give each Module 2 team member a copy of the Module 2 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

At a Module 2 team meeting:

- Discuss each question on the Module 2 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0 to 3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 2: Health Education

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 2 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	No
2.1	Health education taught in all grades	3	2	1	0
2.2	Sequential health education curriculum consistent with standards	3	2	1	0
2.3	Essential physical activity topics	3	2	1	0
2.4	Essential healthy eating topics	3	2	1	0
2.5	Active learning strategies	3	2	1	0
2.6	Opportunities to practice skills	3	2	1	0
2.7	Culturally appropriate examples and activities	3	2	1	0
2.8	Assignments encourage student interaction with family	3	2	1	0
2.9	Professional development for teachers	3	2	1	0
2.10	Teachers participate in professional development to deliver school's curriculum	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 30) X 100			%

Module 2: Health Education

Questionnaire

2.1 Health education taught in all grades

Do students receive health education instruction in all grades?

3 = Yes.

2 = In most grades.

1 = In a few grades.

0 = In no grades.

2.2 Sequential health education curriculum consistent with standards

Do all who teach health education use a sequential* health education curriculum that addresses physical activity and healthy eating, and is consistent** with state or national standards for health education (see standards below)?

**Sequential means a curriculum that builds on concepts taught in preceding years.*

***Consistent means that the curriculum addresses the key learning objectives identified by the standards.*

3 = Yes.

2 = Some use a sequential health education curriculum that addresses physical activity and healthy eating and it is consistent with state or national standards.

1 = Some use a sequential health education curriculum that addresses physical activity and healthy eating, but it is not consistent with state or national health education standards.

0 = None do, **or** the curriculum is not sequential, **or** it does not include physical activity or healthy eating, **or** there is no health education curriculum.

National Health Education Standards

(For Question 2.3)

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Health Literacy*. Atlanta: American Cancer Society, 1995.

2.3 Essential physical activity topics

Does the health education curriculum address all of these essential physical activity topics?

- ✓ benefits of physical activity, including physiological, psychological, and social benefits
- ✓ illnesses related to a sedentary lifestyle
- ✓ components of health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- ✓ phases of a workout, including warm-up, workout, and cool-down
- ✓ opportunities for physical activity at school and in the community
- ✓ preventing injury during physical activity
- ✓ basic first aid, including preventing the spread of blood-borne pathogens
- ✓ weather-related safety measures, such as avoiding heat stroke and hypothermia
- ✓ influence of culture and media on physical activity
- ✓ interpersonal communication skills for physical activity
- ✓ goal-setting and decision-making skills for physical activity
- ✓ how students can influence and support others to engage in physical activity
- ✓ effects of tobacco use on fitness and physical performance (for example, impaired lung function and reduced stamina)

3 = Yes.

2 = Most of the topics.

1 = Only a few of the topics.

0 = One or none of the topics **or** there is no health education curriculum.

2.4 Essential healthy eating topics

Does the health education curriculum address all of these essential healthy eating topics?

- ✓ benefits of healthy eating
- ✓ illnesses related to unhealthy eating
- ✓ the Dietary Guidelines for Americans
- ✓ the Food Guide Pyramid
- ✓ using food labels
- ✓ identifying foods that are high in vitamins and minerals
- ✓ identifying foods that are low in fat, saturated fat, cholesterol, sodium, and added sugars
- ✓ eating plenty of fruits, vegetables, and grains
- ✓ eating plenty of calcium-rich foods
- ✓ food safety, including hand washing, food purchasing, preparation, and storage
- ✓ preparing meals and snacks that are low in fat, sodium, and added sugars
- ✓ balancing food intake and physical activity
- ✓ accepting body size differences
- ✓ influence of culture and media on dietary behavior
- ✓ finding valid information and services related to healthy eating
- ✓ interpersonal communication skills for healthy eating
- ✓ goal-setting and decision-making skills for healthy eating
- ✓ how students can influence and support others to engage in healthy eating
- ✓ healthy weight control and risks of unhealthy weight control practices, such as crash diets, purging, and tobacco use

3 = Yes.

2 = Most of the topics.

1 = Only a few of the topics.

0 = One or none of the topics **or** there is no health education curriculum.

2.5 Active learning strategies

Do most or all physical activity and healthy eating lessons feature active learning* strategies and activities that students find enjoyable and personally relevant?

**Active learning means activities that involve student participation rather than lecture format.*

3 = Yes.

2 = About half of the lessons do.

1 = Less than half do.

0 = None do.

2.6 Opportunities to practice skills

Do most or all physical activity and healthy eating lessons teach the skills needed to adopt healthy lifestyles*, and do the lessons give students opportunities to practice these skills rather than only to learn facts?

Examples of **skills needed to adopt healthy lifestyles include:*

- ✓ *reading food labels*
- ✓ *identifying foods on restaurant menus that are low in saturated fat, cholesterol, and sodium*
- ✓ *planning meals*
- ✓ *monitoring one's own physical activity and eating behaviors*
- ✓ *preventing injury during physical activity*
- ✓ *developing a safe, individualized physical activity plan*
- ✓ *coping with difficult personal situations such as peer pressure and family activity/eating patterns*

3 = Yes.

2 = About half of the lessons do.

1 = Less than half do.

0 = None do.

2.7 Culturally appropriate examples and activities

Do all who teach health education use a variety of culturally appropriate examples and activities* that are inclusive of the community's ethnic cultures?

Examples of **culturally appropriate activities include:*

- ✓ *featuring people of various ethnic/racial backgrounds*
- ✓ *highlighting the contributions and skills of people from a variety of cultural, racial, and ethnic groups*
- ✓ *not stigmatizing or stereotyping any groups*
- ✓ *validating and building students' self-esteem and sense of culture and national background*
- ✓ *reflecting an acknowledgement of and excitement about student diversity*

3 = Yes.

2 = At least half of the teachers do.

1 = Less than half do.

0 = None do.

2.8 Assignments encourage student interaction with family

Do all who teach health education use assignments and projects that encourage students to interact with family members*?

Examples of ways to **interact with family members include:*

- ✓ *doing homework assignments with parents, guardians, or other family members*
- ✓ *conducting surveys of family members*
- ✓ *sharing information with family members*
- ✓ *exhibiting student projects at school for family viewing*
- ✓ *participating in fun family activities related to physical activity and healthy eating*
- ✓ *encouraging family discussion of unhealthy eating patterns and sedentary lifestyle*

3 = Yes.

2 = At least half of the teachers do.

1 = Less than half do.

0 = None do.

2.9 Professional development for teachers

Do all who teach health education participate in professional development/continuing education* in health education at least once a year?

****Professional development/continuing education** means on-site (for example, school, district) and off-site (for example, city, state, national) training opportunities.*

3 = Yes.

2 = At least half of the teachers do.

1 = Less than half do.

0 = None do.

2.10 Teachers participate in professional development to deliver school's curriculum

Do most or all who teach students about physical activity and healthy eating participate in professional development that includes these features specific to the school's health education curriculum?

- ✓ discussion of the curriculum's underlying theory and conceptual framework
- ✓ demonstration of program activities by a skilled trainer
- ✓ opportunities to practice curricular activities

3 = Yes.

2 = At least half of the teachers do.

1 = Less than half do.

0 = None do.

Module 2: Health Education

Planning Questions ***(photocopy before using)***

The Module 2 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity and healthy eating. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's health education program related to promoting physical activity and healthy eating?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, require all students to take and pass at least one health education course).

Continued on next page

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the action to my school? 5 = Very important 3 = Moderately important 1 = Not important		
Cost	How expensive would it be to plan and implement the action? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive		
Time	How much time and effort would it take to implement the action? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort		
Commitment	How enthusiastic would the school community be about implementing the action? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic		
Feasibility	How difficult would it be to attain the action? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult		

Module 2 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?